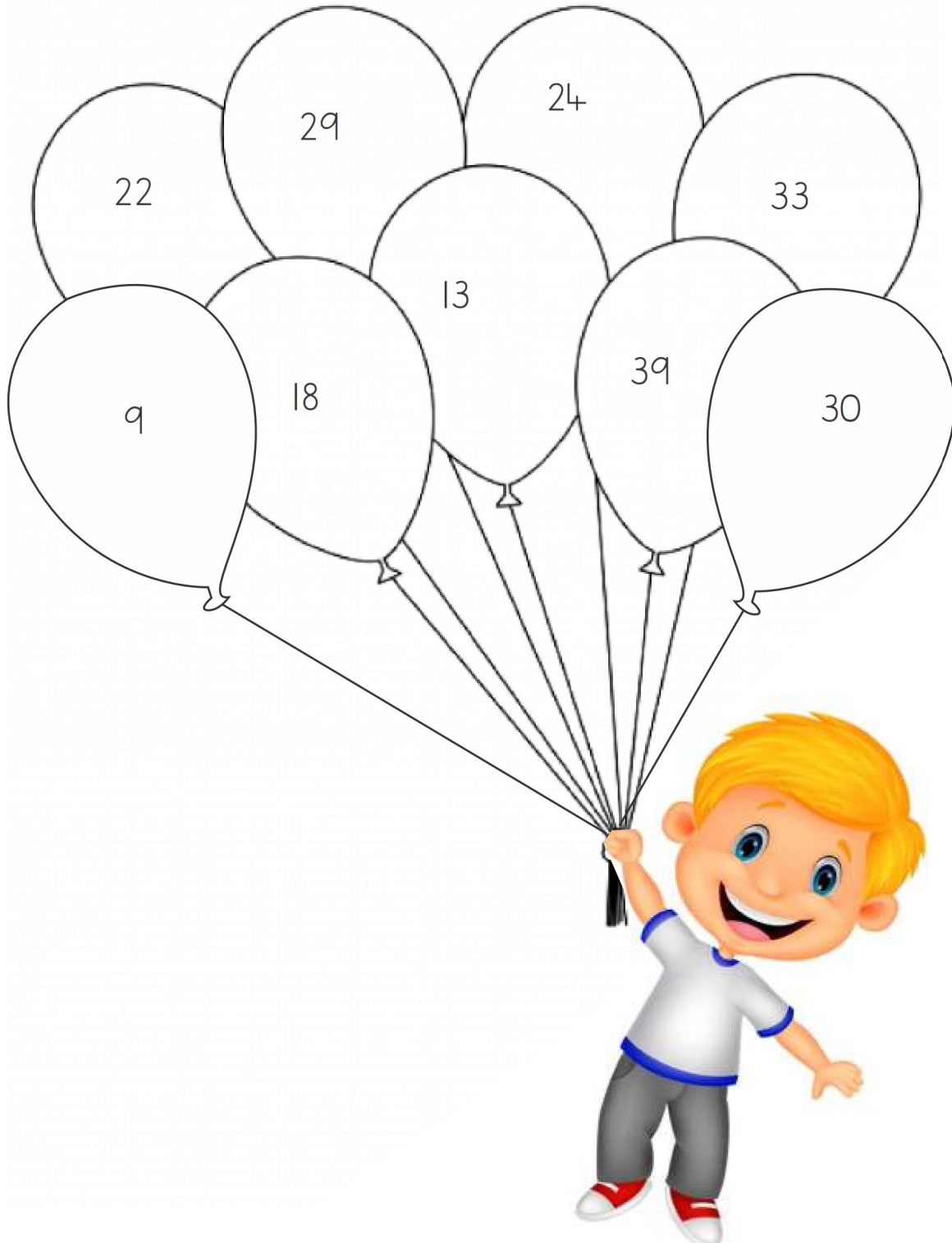


| Mathematical Development                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Week: 24                  | Topic: Even & Odd Numbers (Revision) | Day: 1  | Class: Kindergarten                             |                        |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|---------|-------------------------------------------------|------------------------|
| Learning Outcomes                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Activity Plan/Methodology |                                      |         | Time: 40 minutes                                | Assessment of Learning |
| Upon the completion of this lesson, Students will be able to:<br><br>Identify the concept of odd and even numbers | Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers.<br><br>We Are Learning to: Identify the concept of odd and even numbers.<br><br>What I am looking for: How well you identify the concept of odd and even numbers.<br><br>Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills.<br><br>Introduction: Ask students what it means to be an even number. Take a few answers before explaining that even numbers can be divided into two equal groups with no leftovers. Repeat this process when talking about what it means to be an odd number. Explain that odd numbers cannot be divided into two equal groups. When you try to divide odd numbers into two equal groups, there is one left over. Show students how to tell whether a number from 1 to 10 is even or odd using counters. Explain that if the number of counters can be arranged so each counter is paired with another, the number is even. Further explain that if there is an unpaired counter, or a counter is left over, then the number is odd. Model this process for students, and then have them use counters to find which numbers are odd or even. Have students use the green crayon to colour the squares with the numbers they identify as even on their charts. Ask students to continue to use this method to find all the even numbers up to 20, recording them on the charts using a green crayon.<br><br><a href="https://youtu.be/eF_xSW8QwY">https://youtu.be/eF_xSW8QwY</a><br><br>Focused task: Gather the cards numbered 1 to 9 from a deck of cards and shuffle. Arrange students into two groups with the same number of students in each group. Give each student one of the playing cards numbered 1 to 9. Arrange the two groups of students in two circles, one inside the other. Have students in the inner circle turn to face a "partner" in the outer circle. Then have each partner pair add the numbers on their two cards. If the sum of the two numbers is odd, the students are out and go back to their seats. If the sum is even, the partners stay in the game.<br><br>Provide the worksheet to all students. Ask them tell the name of the pictures. Ask them a boy have balloons in his hand. Ask them colour the balloons according to given instructions. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.<br><br>Wrap up: Write the even and odd numbers on board.<br><br>Reflection: |                           |                                      | 5 mins  | Students will be assessed on                    | Flashcards             |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                                      | 25 mins | identifying the concept of odd and even numbers | Number cards 1 to 9    |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |                                      | 5 mins  |                                                 | Worksheet              |



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look at the picture and colour the odd numbers **pink** and even numbers **blue**.



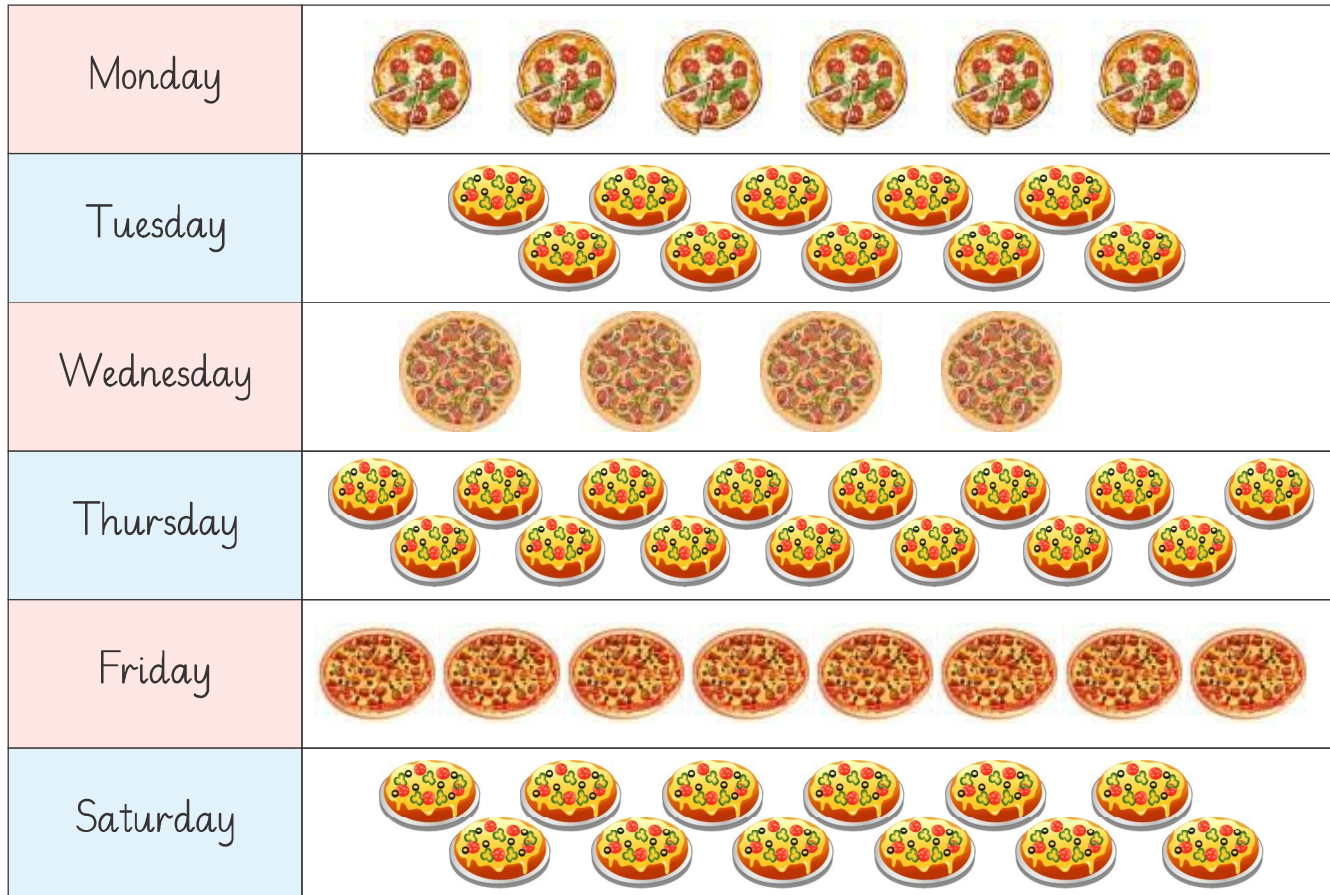
| Mathematical Development                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Week: 24                  | Topic: Even & Odd Numbers (Revision) | Day: 2  | Class: Kindergarten                             |                        |           |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------|---------|-------------------------------------------------|------------------------|-----------|
| Learning Outcomes                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Activity Plan/Methodology |                                      |         | Time: 40 minutes                                | Assessment of Learning | Resources |
| Upon the completion of this lesson, Students will be able to:<br><br>Identify the concept of odd and even numbers | Recap: Teacher will write different numbers on board and will ask the students tell the even, odd numbers.<br>We Are Learning to: Identify the concept of odd and even numbers.<br>What I am looking for: How well you identify the concept of odd and even numbers.<br>Gained skill: It helps us to enhance our counting, cognitive and visual skills.<br>Introduction:<br>Start the lesson with a pair of people rather than just one as I've found it's then easier for students to see the 'odd one out' when there are three objects or more. Then I add one more person bringing our total to three. 'Who is alone?' I ask. 'Who doesn't have a friend?' 'Who is the odd one out?' 'How many people can you see?' Three! 'So do you think three is an odd number or an even number?' 'ODD!! Ask students about odd numbers, and then prove the concept together. That is, ask students if they can guess what makes a number odd. As students get closer, count items together again, this time in groups of odd numbers. Ask students to pair the items up. Students will see that there's 1 left over each time with odd numbers. Reinforce this information by saying it aloud for them.<br>Focused task:<br>Choose one student to be the odd one out. Give all other students a dice and have them stand at their desks. Students roll their dice and determine if their number is even or odd. The odd one out makes the call, EVEN or ODD. If the odd one out calls their number type, then the student must sit down. The last student standing is the winner. I like using the dice because students can easily see that they can pair or group the dots to make an even or odd number.<br>Ask students to open your copies. Write the number on board. Ask them write the number from board and colour the even number green and odd number red. As the students are doing work walk around, monitor and offers lot of encouragement. Ask everyone question like what no is this. Roam around in the class and help students to complete the task.<br>Wrap up:<br>Write the even and odd numbers on board.<br>Reflection :<br>Homework: write the even and odd numbers from (1 to 40) on copy. |                           |                                      | 5 mins  | Students will be assessed on                    | Flashcards             |           |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                                      | 5 mins  | Identifying the concept of odd and even numbers |                        |           |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                                      | 25 mins |                                                 |                        | Dice      |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                                      |         |                                                 |                        | Copy work |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                                      | 5 mins  |                                                 |                        | Copy work |





Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

A bakery shop sold a range of different pizzas. Here are the sales for the number of pizzas sold for each day in a week.

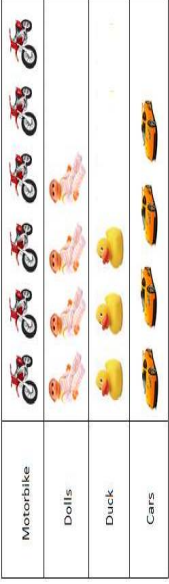


1. How many pizzas sold on Wednesday?

2. Which day were the most pizzas sold?

3. How many more pizzas sold on Tuesday than Friday?

4. How many pizzas are total?

| Mathematical Development                                      |  | Week: 24 | Topic: Pictograph (Revision)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Day: 4           | Class: Kindergarten                     |            |
|---------------------------------------------------------------|--|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------|------------|
| Learning Outcomes                                             |  |          | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Time: 40 minutes | Assessment of Learning                  | Resources  |
| Upon the completion of this lesson, Students will be able to: |  |          | <p><b>Recap:</b> Teacher will ask different questions about pictograph. How can we sort things?</p> <p><b>We Are Learning to:</b> Read and interpret the pictograph.</p> <p><b>What I am looking for:</b> How well you read and interpret the pictograph.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b> Pictograms are a great way to introduce students to data handling, as they are very visual and generally easy to understand and interpret. Students can simply count the objects to find out how many each option represents. Teacher divides students in 3 groups. Each group will have 6 members. Teacher introduce 3 stalls of burger with different type of burgers. Teacher asked students number of burger sold. Stall A sold 7 burgers. Stall B sold 9 burgers. Stall C sold 3 burgers. Write down on board how many burgers they sold at the same time. Ask them how many burgers sold altogether. With student teacher construct a horizontal pictograph using the data collect from the stalls. Teacher ask students to tell the number of sold burgers.</p> <p><b>Focused task:</b> Display the pictograph on board, ask students look at the chart and answer the following questions.</p> | 5 mins           | Students will be assessed on            | Flashcards |
| Read and interpret the pictograph                             |  |          |  <p>What is the title of the pictograph? How many of each kind are there? How many toys are there in all?</p> <p>Which toy has the most number? Which toy has the least number?</p> <p>How many more bikes than cars are there? How many more toy cars than ducks are there? How can we interpret a pictograph?</p> <p>Provide the worksheets to all students. Ask students look at the data in the given worksheet. Ask them draw the ball and colour them accordingly. Ask them read the questions carefully and write the answers in the given boxes. Roam around in the class and help students to complete the task.</p> <p><b>Wrap up:</b> Ask the students following questions. How many toys are there altogether?</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do the worksheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                     | 25 mins          | Reading and interpreting the pictograph | Toys       |
|                                                               |  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5 mins           |                                         | Worksheet  |
|                                                               |  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                                         | Worksheet  |



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

The data show the number of coloured balls Rayyan has. Represent and draw the balls in a pictograph and use the key to answer the questions.

| Red Balls | Green Balls | Blue Balls | Yellow Balls |
|-----------|-------------|------------|--------------|
| 8         | 4           | 6          | 8            |

|              |  |
|--------------|--|
| Red Balls    |  |
| Green Balls  |  |
| Blue Balls   |  |
| Yellow Balls |  |

1. How many balls are altogether?

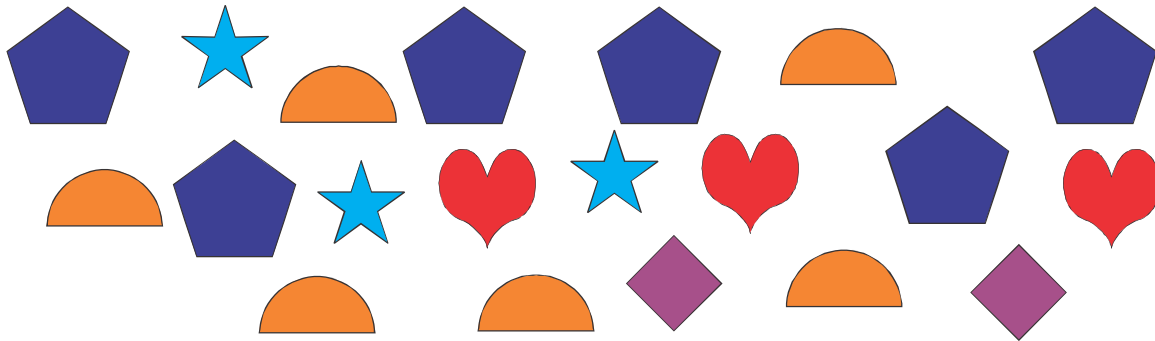
2. How many more yellow balls than green balls?

3. Which balls are least in numbers?



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make a pictograph to show how many of each type of shapes there are:



| Number of Shapes |             |       |      |        |
|------------------|-------------|-------|------|--------|
| Pentagon         | Semi-Circle | Heart | Star | Diamon |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |
|                  |             |       |      |        |

1. How many shapes are altogether?

2. How many pentagons are there?

3. How many more hearts than the diamonds?

4. How many stars are there?

| Mathematical Development                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week: 24 | Topic: Time (Revision) | Day: 5                                     | Class: Kindergarten                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--|
| Learning Outcomes                                                                                                   | Activity Plan/Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | Time: 40 minutes       | Assessment of Learning                     | Resources                                                                                                                                    |  |
| <p>Upon the completion of this lesson, Students will be able to:</p> <p>Tell and read time while using a clock.</p> | <p><b>Recap:</b> Students will be shown the clock and ask about their hands and time.</p> <p><b>We Are Learning to:</b> Tell and read time while using a clock.</p> <p><b>What I am looking for:</b> How well you tell and read time while using a clock.</p> <p><b>Gained skill:</b> It helps us to enhance our counting, cognitive and visual skills.</p> <p><b>Introduction:</b></p> <p>Gather your students in front of you and show them the clock and ask them why it is used. Tell them this is a clock. A clock tells time. A clock has a long hand and a short-hand. The long hand is called the minute hand while the short hand is called the hour hand. A complete turn of the long hand or minute hand is equal to 60 minutes or 1 hour. There are 60 minutes in 1 hour. There are 30 minutes in a half-hour. If the hour hand (short hand) is pointing at 6, and minute hand (long hand) is pointing 12, the time is 6 O'clock. If the hour hand (short hand) is pointing at 9, and minute hand (long hand) is pointing 6, the time is 9:30 or half past 9 half-hour, the minute hand or long hand points to 6. The teacher will show flashcards showing time in each group must set time in their paper clock, the first group to show will be given the points. The group who will get the highest score will declared as the winner.</p> <p><a href="https://youtu.be/BlmDM3xetYc">https://youtu.be/BlmDM3xetYc</a></p> |          | 5 mins                 | Students will be assessed on               | Flashcards                                                                                                                                   |  |
|                                                                                                                     | <p><b>Focused task:</b></p> <p>Make the Time printable and clock times flashcards that have been laminated. Provide these flashcards and erasable marker to each student. Ask students on flashcards time has been written. Ask them read the time if cannot help them. Then ask students draw the short and long hands using dry erase markers. Circle round the class and help them to make the hands.</p> <p>Provide the worksheet to all students. Ask them look at the clocks and read them carefully. Write the correct time. Tell them when the minute hand is at '6' we say it half past. Move minute hand to '6' and tell it shows 30 minutes, half of an hour. Practice this activity in class by showing different hours.</p> <p><b>Wrap up:</b> Ask students look at the clock and tell the time.</p> <p><b>Reflection :</b></p> <p><b>Homework:</b> Do the worksheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | 25 mins                | Telling and read time while using a clock. |  <p>Time printable flashcards, marker</p> <p>Worksheet</p> |  |
|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | 5 mins                 |                                            | Worksheet                                                                                                                                    |  |



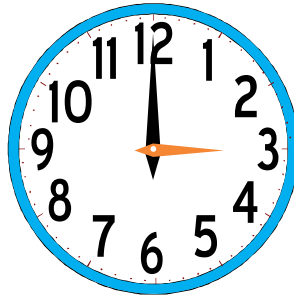
scan QR code for  
more worksheets

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

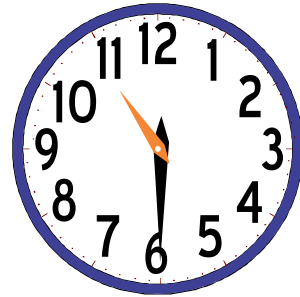
Read each clock and write the time in the given blanks.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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\_\_\_\_\_



\_\_\_\_\_

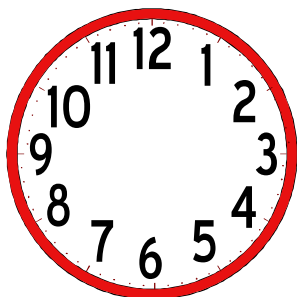


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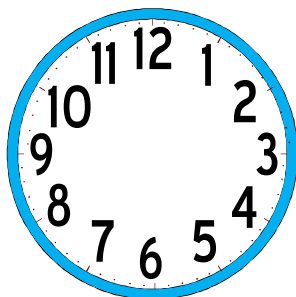


Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

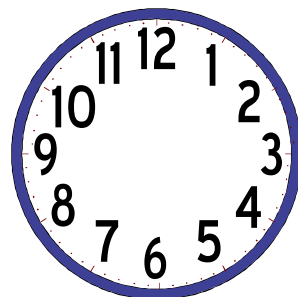
Read the given time and draw the clock hands.



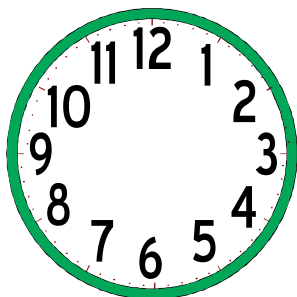
9 O'Clock



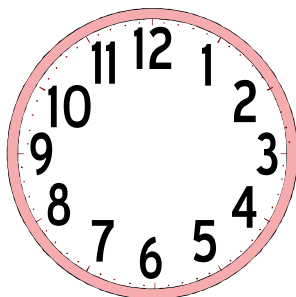
Half Past 1



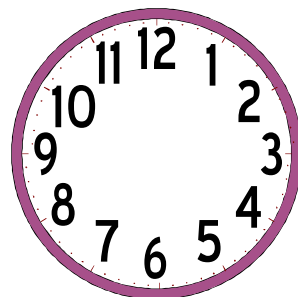
7 : 00



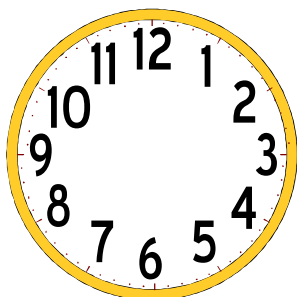
10 : 30



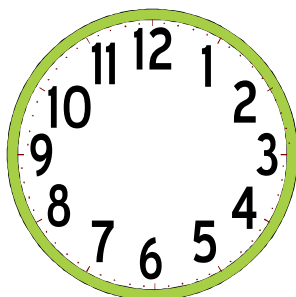
7 O'Clock



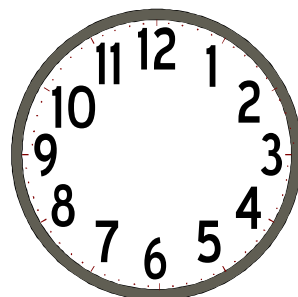
12 : 00



4 O'Clock



Half Past 5



6 : 30